Lever House Primary School

End of Year Expectations for Year 6

This document provides information for Parents and Carers on the end of year expectations for children in Year 6.

The English statements in this booklet have been identified as 'Key Learning Indicators of Performance' as these have the greatest impact on the further development of skills and subsequent learning. The Maths statements are taken from White Rose Maths - additional resources are available online and via links on our Maths page (leverhouse.net click the curriculum tab)

They are not the full curriculum we teach in school. You can find this in the National Curriculum by following this link

https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued. If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

English

Reading

- Explain the meaning of new vocabulary within the context of the text.
- Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.
- Provide reasoned justifications for their views.
- Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text
- Skim for gist.
- Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.
- Use a combination of skimming, scanning and close reading across a text to locate specific detail.
- Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.
- Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.

Writing

- Manipulate sentences to create particular effects.
- Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.
- Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then.
- Identify audience and purpose.
- Choose appropriate text-form and type for all writing and select the appropriate structure, vocabulary and grammar.
- Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"
- Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. headings, sub-headings, columns, bullet points, tables.
- Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus

Other important aspects of writing in Year 6

- Write, using a joined style, with increasing speed.
- Use ellipsis to link ideas between paragraphs.
- Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up.
- Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved.
- Identify the subject and object of a sentence.
- Punctuate bullet points consistently.
- Identify and use colons to introduce a list
- Identify and use semi-colons within lists.
- Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark

Oracy

- Listen, identify and evaluate how spoken language varies in different contexts according to purpose and audience.
- Listen and evaluate viewpoints from adults and peers,.
- Discuss and analyse how spoken language is used within different contexts according to purpose and audience.

- Articulate and justify answers, arguments and opinions orally, in relation to questions or key points posed by an adult and peers.
- Ask a range of appropriate questions to clarify and refine thinking.
- Participate in discussions and debates building on their own and others' ideas, challenging views courteously.
- Use correct Standard English when speaking in formal contexts.
- Select and use appropriate registers for effective communication in a range of contexts
- Use cohesive devices for narrative and non-fiction during talk
- Introduce, explore and evaluate new vocabulary orally
- Explore settings and characters orally, and select precise vocabulary to create well- structured descriptions.
- Prepare poems and play-scripts to perform, using dramatic effects in order to gain, maintain and heighten the interest of the audience.
- Use non-verbal gestures whilst presenting and performing to sustain the audience's interest.
- Prepare oral retellings of identified sections of stories, poems and non-fiction (or innovated/ invented versions) in order to perform to an audience.

Mathematics

Place Value
- Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- Round any whole number to a required degree of accuracy
- Use negative numbers in context, and calculate intervals across zero
- Solve number and practical problems that involve all of the above

Addition and subtraction
- Perform mental calculations, including with mixed operations and large numbers
- Use their knowledge of the order of operations to carry out calculations involving the four operations
- Solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why

Multiplication and Division
- Identify common factors, common multiples and prime numbers
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- Perform mental calculations, including with mixed operations and large numbers
- Solve problems involving addition, subtraction, multiplication and division
- Use their knowledge of the order of operations to carry out calculations involving the four operations

Fractions, Decimals and Percentages
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Compare and order fractions, including fractions > 1
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 1/4 x 1/2 = 1/8]

- Divide proper fractions by whole numbers [for example 1/3 ÷ 2 =1/6]
- Identify the value of each digit in numbers given to three decimal places
- Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 1/8]
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Ratio, Proportion and Algebra
- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- Solve problems involving the calculation/use of percentages for comparison
- Solve problems involving similar shapes where the scale factor is known or can be found
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
- Use simple formulae
- Generate and describe linear number sequences
- Express missing number problems algebraically
- Find pairs of numbers that satisfy an equation with two unknowns
- Enumerate possibilities of combinations of two variables

Measurement
- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 d.p. where appropriate
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 d.p.
- Convert between miles and kilometres
- Use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa
- Recognise that shapes with the same areas can have different perimeters and vice versa
- Recognise when it is possible to use formulae for area and volume of shapes
- Calculate the area of parallelograms and triangles
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units

Geometry
- Draw 2-D shapes using given dimensions and angles
- Compare and classify geometric shapes based on their properties and sizes
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- Recognise, describe and build simple 3-D shapes, including making nets
- Find unknown angles in any triangles, quadrilaterals, and regular polygons
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- Describe positions on the full coordinate grid (all four quadrants)
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes

Statistics
- Interpret and construct pie charts and line graphs and use these to solve problems
- Calculate and interpret the mean as an average